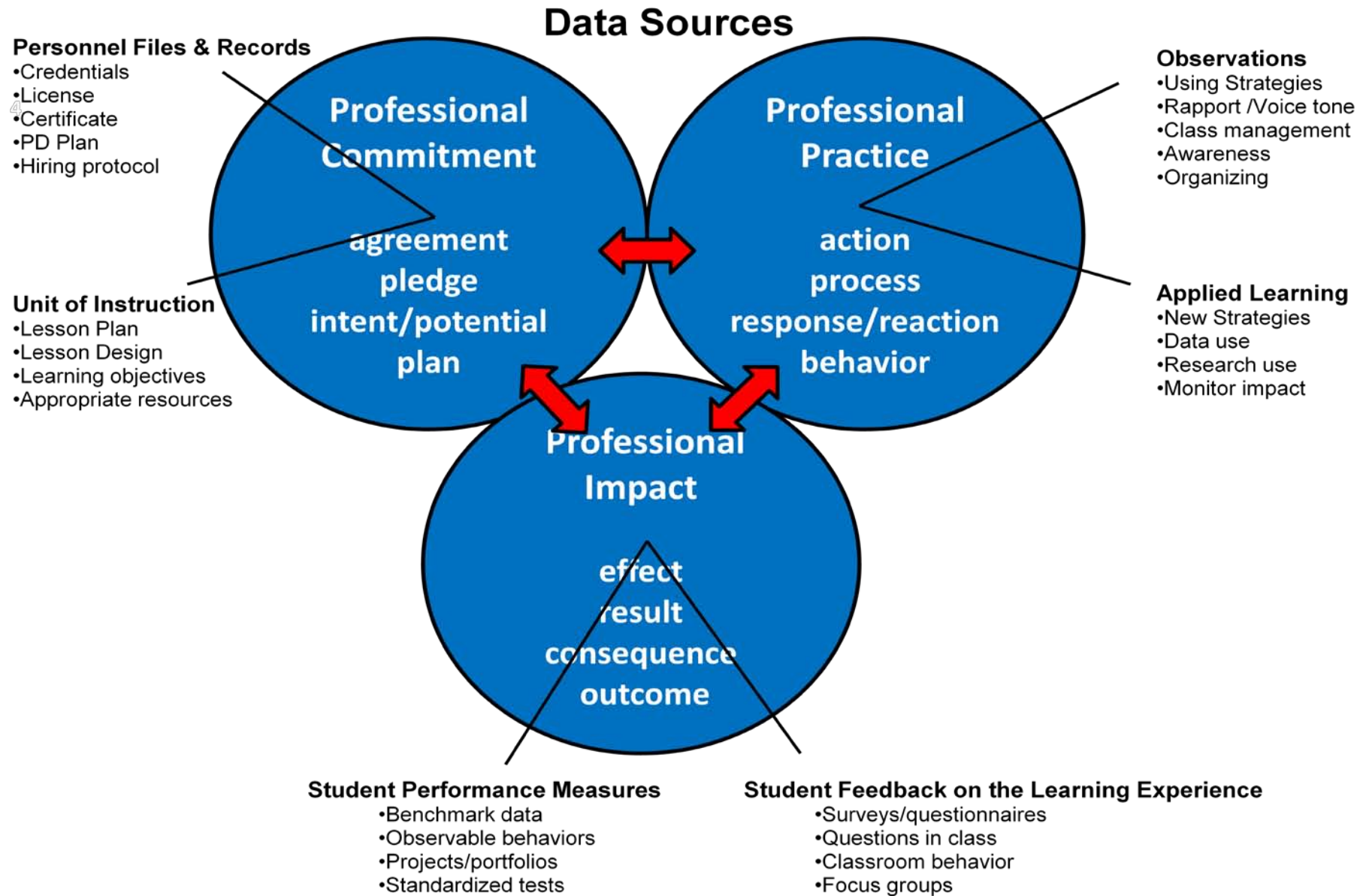




Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher...			1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames							
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>			Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>			Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>
Evidence of Impact <i>Students are generally familiar with academic language</i>			Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.2

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging			Developing		Proficient		Distinguished
1E2) The emerging teacher... Chooses from multiple sources to engage student interest and activity in the content.			1D2) The developing teacher also... Uses a variety of differentiated instructional strategies which purposefully engage students in content.		1P2) The proficient teacher also... Uses specific instructional strategies to engage students and advance each individual student’s learning as evidenced by student data.		1S2) The distinguished teacher also... Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice <i>Identifies engagement strategies to use to maintain student interest</i>			Evidence of Practice <i>Uses engagement strategies to increase students’ levels of interest and activity</i>		Evidence of Practice <i>Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning</i>		Evidence of Practice <i>Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.</i>
Evidence of Impact <i>Students are interested and engaged in the content</i>			Evidence of Impact <i>Students’ engagement causes content knowledge to advance</i>		Evidence of Impact <i>Individual student’s learning increases and students can articulate why learning activities cause them to learn</i>		Evidence of Impact <i>Students demonstrate deeper content knowledge and understanding</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.3

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging			Developing		Proficient		Distinguished
1E3) The emerging teacher...			1D3) The developing teacher also...		1P3) The proficient teacher also...		1S3) The distinguished teacher also...
Introduces students to various methods of inquiry and research methodologies.			Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice Instruction indicates a basic level of understanding about research and inquiry methodologies			Evidence of Practice Accepted methods of research in the content area are identifiable in observations of instructional practice		Evidence of Practice Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline		Evidence of Practice Student- inquiry instructional approaches are prominent throughout instruction
Evidence of Impact Students have a general knowledge of basic inquiry and research strategies			Evidence of Impact Students begin to use basic methods of inquiry/research methodologies		Evidence of Impact Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods		Evidence of Impact Students design and conduct research individually and in teams using standards of evidence in the field
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.4

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging			Developing		Proficient		Distinguished
1E4) The emerging teacher...			1D4) The developing teacher also...		1P4) The proficient teacher also...		1S4) The distinguished teacher also...
Demonstrates the ability to make interdisciplinary content connections during instruction.			Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice Connections between various disciplines are logical and add to overall learning			Evidence of Practice Meaningful learning experiences are appropriate to particular content or concepts and contribute to student’s overall mastery		Evidence of Practice Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question		Evidence of Practice Incorporates current interdisciplinary themes into collaborative classroom learning experiences
Evidence of Impact Students understand the meaning of inter-disciplinary content connections			Evidence of Impact Students apply disciplinary knowledge to real world problems with interdisciplinary themes		Evidence of Impact Students analyze the complexities of an issue or question using perspectives from varied disciplines		Evidence of Impact Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.5

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging			Developing		Proficient		Distinguished	
1E5) The emerging teacher...			1D5) The developing teacher also...		1P5) The proficient teacher also		1S5) The distinguished teacher also...	
Facilitates students’ ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.			Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.	
Professional Frames								
Evidence of Commitment <i>Reviews lesson plans to identify areas of potential bias</i>			Evidence of Commitment <i>Eliminates bias in lesson designs and learning objectives</i>		Evidence of Commitment <i>Conduct reviews and research to build background knowledge and a variety of perspectives</i>		Evidence of Commitment <i>Lesson designs and learning objectives exhibit a variety of perspectives</i>	
Evidence of Practice <i>Demonstrates importance and appreciation of a variety of perspectives</i>			Evidence of Practice <i>Instructional activities include global perspectives and/or critical examination of bias</i>		Evidence of Practice <i>Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving</i>		Evidence of Practice <i>Instructional strategies and learning activities include students addressing real-world problems</i>	
Evidence of Impact <i>Student understanding of local and global issues surrounding disciplinary content expands</i>			Evidence of Impact <i>Students’ ability increases to develop balanced, diverse social and cultural perspectives</i>		Evidence of Impact <i>Students engage in questioning and challenging of conventional assumptions and standard approaches</i>		Evidence of Impact <i>Students address real-world problems related to the discipline that improve their community and/or world</i>	
Score =	0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
<ul style="list-style-type: none"> • Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design 	<ul style="list-style-type: none"> • Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards 	<ul style="list-style-type: none"> • Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
<ul style="list-style-type: none"> • Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies 	<ul style="list-style-type: none"> • Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations 	<ul style="list-style-type: none"> • Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports 	<ul style="list-style-type: none"> • Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments 	<ul style="list-style-type: none"> • Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Teacher Growth Guide 2.1

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging			Developing		Proficient		Distinguished	
2E1) The emerging teacher...			2D1) The developing teacher also...		2P1) The proficient teacher also...		2S1) The distinguished teacher also...	
Knows how to address developmental factors when making instructional decisions.			Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		Uses knowledge of individual growth and development to monitor and chart learner’s progress toward goals in each domain to meet current needs and lead to the next level of development.		Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames								
Evidence of Commitment <i>Designs instruction with a basic understanding of developmental factors</i>			Evidence of Commitment <i>Knows and can apply theories of child/adolescent growth</i>		Evidence of Commitment <i>Monitors and charts learner progress toward goals</i>		Evidence of Commitment <i>Maintains resources to assist colleagues in their understanding of developmental theories</i>	
Evidence of Practice <i>Instructional decisions are based on an understanding of how students develop</i>			Evidence of Practice <i>Examples or research on models of growth and development are used as a resource to guide instructional decisions</i>		Evidence of Practice <i>Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities</i>		Evidence of Practice <i>Is able to act as a resource to other colleagues in using models of growth and development to guide instruction</i>	
Evidence of Impact <i>Developmental factors specific to students are recognized</i>			Evidence of Impact <i>Students development increases as a result of teacher’s use of theories as a resource</i>		Evidence of Impact <i>Students progress to the next level of development as a result of teacher’s use of assessment</i>		Evidence of Impact <i>Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly</i>	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 2.2

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging			Developing		Proficient		Distinguished	
2E2) The emerging teacher...			2D2) The developing teacher also		2P2) The proficient teacher also...		2S2) The distinguished teacher also...	
Facilitates students’ understanding of taking personal responsibility for their own learning.			Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.		Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Use of classroom routines and procedures highlight student responsibility			Evidence of Practice Classroom practices, routines and instruction emphasizes students setting goals		Evidence of Practice Classroom practices and routines emphasize student organization and setting short-and long-term goals		Evidence of Practice Facilitates learning activities requiring student control of their own learning	
Evidence of Impact Students demonstrate basic responsibility based on clear expectations			Evidence of Impact Students demonstrate responsibility by setting personal learning goals		Evidence of Impact Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		Evidence of Impact Students work productively and cooperatively with each other to achieve learning goals	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging			Developing		Proficient		Distinguished
2E3) The emerging teacher...			2D3) The developing teacher also...		2P3) The proficient teacher also...		2S3) The distinguished teacher also...
Applies theories of learning to create well-planned and delivered instruction.			Implements research-based instruction focused on production of learning for individual students.		Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Professional Frames							
Evidence of Commitment <i>Lesson plans are consistent with best-practice and foundational and current learning theories</i>			Evidence of Commitment <i>Uses foundational and current learning theories to design instruction aimed at fostering learning in every student</i>		Evidence of Commitment <i>Uses emerging research to design instruction likely to produce learning for every student</i>		Evidence of Commitment <i>Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student</i>
Evidence of Practice <i>Alignment exists between instruction that is planned and instruction that is delivered</i>			Evidence of Practice <i>Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs</i>		Evidence of Practice <i>Consistently and effectively delivers instruction which focuses on producing learning gains for every student</i>		Evidence of Practice <i>Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom</i>
Evidence of Impact <i>Students receive instruction based on effective planning</i>			Evidence of Impact <i>Students individual learning needs are addressed</i>		Evidence of Impact <i>Student learning gains increase as a result of the teacher's effective instruction</i>		Evidence of Impact <i>Student learning gains increase as a result of theories of learning</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 2.4

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging			Developing		Proficient		Distinguished	
2E4) The emerging teacher...			2D4) The developing teacher also...		2P4) The proficient teacher also...		2S4) The distinguished teacher also...	
Designs and implements instruction that considers the needs of students.			Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Professional Frames								
Evidence of Commitment <i>Designs lessons and activities based on the unique needs of students</i>			Evidence of Commitment <i>Lesson design and plans for instruction demonstrate respect and value for each student</i>		Evidence of Commitment <i>Plans for an inviting and nurturing educational environment that enhances learning</i>		Evidence of Commitment <i>Learning objectives and activities highlight the skills and talents of all students</i>	
Evidence of Practice <i>Can articulate important characteristics and needs of students as they apply to learning</i>			Evidence of Practice <i>Highlights unique attributes of individual students as a part of classroom instruction and learning</i>		Evidence of Practice <i>Engages in strategies that promote trust and positive rapport to enhance the learning of each student</i>		Evidence of Practice <i>Classroom techniques and rapport highlight the unique skills and talents of every child</i>	
Evidence of Impact <i>Students appear to exhibit positive rapport with the teacher and are generally motivated to learn</i>			Evidence of Impact <i>Students perceive they are respected, valued and are encouraged to learn</i>		Evidence of Impact <i>Students learning increases and students demonstrate positive relationships with the teacher and peers</i>		Evidence of Impact <i>Students ask questions, take risks and enjoy learning</i>	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging			Developing		Proficient		Distinguished
2E5) The emerging teacher...			2D5) The developing teacher also...		2P5) The proficient teacher also...		2S5) The distinguished teacher also...
Delivers a variety of lesson activities that address students’ prior experiences, multiple intelligences, strengths and needs.			Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Professional Frames							
Evidence of Commitment <i>Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs</i>			Evidence of Commitment <i>Lessons indicate an understanding of individual student traits and prior experiences</i>		Evidence of Commitment <i>Plans instruction that will engage and advance each student in her/her learning and development</i>		Evidence of Commitment <i>Modifies lesson design and learning objectives as needed to help students become more successful learners</i>
Evidence of Practice <i>Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs</i>			Evidence of Practice <i>Learning activities highlight and build off students individual characteristics traits and prior experiences</i>		Evidence of Practice <i>Assessment data is maintained to confirm that students are moving forward</i>		Evidence of Practice <i>Learning activities involve every student in the advancement of his/her own learning</i>
Evidence of Impact <i>Students know the way they think and learn is considered and addressed</i>			Evidence of Impact <i>Students can explain connections between their prior knowledge and current instruction</i>		Evidence of Impact <i>Students use prior knowledge to predict new information and increase their knowledge and skill</i>		Evidence of Impact <i>Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 2.6

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging			Developing		Proficient		Distinguished	
2E6) The emerging teacher...			2D6) The developing teacher also...		2P6) The proficient teacher also...		2S6) The distinguished teacher also...	
Reviews demographic and biographical data of students to determine the variety of learning needs.			Modifies instruction in response to how students’ learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		Connects instruction to students’ experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students’ experiences and culture.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice <i>Collects and reviews demographic and biographical data of students</i>			Evidence of Practice <i>Demonstrates modifications in instruction in response to students’ individual experience, talents, prior learning, language, culture, family and community values</i>		Evidence of Practice <i>Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others</i>		Evidence of Practice <i>Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures</i>	
Evidence of Impact <i>Students perceive that their particular differences and needs are recognized</i>			Evidence of Impact <i>Students’ learning is positively affected</i>		Evidence of Impact <i>Students respect the differences of others as modeled</i>		Evidence of Impact <i>Students experience an environment of trust and mutual respect</i>	
Score = 0	1	2	3	4	5	6	7	

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment			
<ul style="list-style-type: none"> • Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays 	<ul style="list-style-type: none"> • Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans 	<ul style="list-style-type: none"> • Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units 	<ul style="list-style-type: none"> • Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student planners • Student assessment data 	<ul style="list-style-type: none"> • Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results 	<ul style="list-style-type: none"> • Structured interviews with students • Student products/projects • Performance assessments 	<ul style="list-style-type: none"> • IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress

Teacher Growth Guide 3.1

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging			Developing		Proficient		Distinguished	
3E1) The emerging teacher...			3D1) The developing teacher also...		3P1) The proficient teacher also...		3S1) The distinguished teacher also...	
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Professional Frames								
Evidence of Commitment <i>Selects and creates learning experiences that are appropriate for district curriculum and assessments</i>			Evidence of Commitment <i>Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards</i>		Evidence of Commitment <i>Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction</i>		Evidence of Commitment <i>Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments</i>	
Evidence of Practice <i>Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities</i>			Evidence of Practice <i>Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments</i>		Evidence of Practice <i>Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction</i>		Evidence of Practice <i>Participates in formal and informal collegial support activities including curriculum and review committees</i>	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 3.2

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging			Developing		Proficient		Distinguished
3E2) The emerging teacher...			3D2) The developing teacher also...		3P2) The proficient teacher also...		3S2) The distinguished teacher also...
Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners			Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice <i>Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance</i>			Evidence of Practice <i>Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance</i>		Evidence of Practice <i>Evaluates and reflects on the effectiveness of instructional strategies</i>		Evidence of Practice <i>Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support progress</i>
Evidence of Impact <i>Students perceive that their individual learning needs are recognized</i>			Evidence of Impact <i>Students perceive that their performance improved as a result of specific teacher’s lessons and activities</i>		Evidence of Impact <i>Students identify the teacher’s instructional strategies which helped them substantially improve their performance</i>		Evidence of Impact <i>Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 3.3

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging			Developing		Proficient		Distinguished
3E3) The emerging teacher... Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			3D3) The developing teacher also... Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also... Adjusts instructional goals and time and modifies instructional strategies, and content to meet students’ needs and enhance learning.		3S3) The distinguished teacher also... Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students’ needs and enhance learning.
Professional Frames							
Evidence of Commitment <i>Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards</i>			Evidence of Commitment <i>Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards</i>		Evidence of Commitment <i>Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards</i>		Evidence of Commitment <i>Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards</i>
Evidence of Practice <i>Instruction delivered demonstrates differentiation strategies</i>			Evidence of Practice <i>Differentiated instructional strategies meet student needs and enhance learning</i>		Evidence of Practice <i>Demonstrates adjustments as a part of delivering effective instruction</i>		Evidence of Practice <i>Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students’ needs and enhance learning</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
<ul style="list-style-type: none"> Lesson plans/unit plans Adjusted lesson/unit plans Lesson design Classroom activities 	<ul style="list-style-type: none"> Planned learning experiences Curriculum maps Goals/Expectations/Essential learning outcomes 	<ul style="list-style-type: none"> Teacher reflections Professional learning presentations Homework assignments 	<ul style="list-style-type: none"> Presentations to colleagues Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
<ul style="list-style-type: none"> Makes informed curriculum decisions Incorporates state and district curriculum into learning activities Develops curriculum-aligned instructional strategies and interventions Uses differentiated instructional strategies Evaluates the effectiveness of instructional strategies 	<ul style="list-style-type: none"> Adjusts goals, instruction and time based on identified learning gaps Modifies instructional strategies and content based on learner needs Implements learning activities focused on the needs of diverse learners Collects data on diverse learning needs to provide direction for future lessons 	<ul style="list-style-type: none"> Delivers effective instruction aligned to state and district curriculum standards Utilizes specific learning activities to address curriculum objectives Integrates resources that enhance instruction and support diverse learners 	<ul style="list-style-type: none"> Uses data to evaluate the effectiveness of instructional strategies Models and shares with colleagues (formally and informally) Serves on curricular review committees Assists/Coaches colleagues
Professional Impact			
<ul style="list-style-type: none"> Student/Parent feedback Student/Parent survey perceptual data results 	<ul style="list-style-type: none"> Student journals/reflections Student structured interviews 	<ul style="list-style-type: none"> Student- lead parent conferences Student tracked record of individual progress 	<ul style="list-style-type: none"> Observation/examples of student learning needs being met

Teacher Growth Guide 4.1

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging			Developing		Proficient		Distinguished	
4E1) The emerging teacher...			4D1) The developing teacher also...		4P1) The proficient teacher also...		4S1) The distinguished teacher also...	
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking			Evidence of Practice Assesses student growth to determine student use of critical thinking and problem solving skills		Evidence of Practice Effectively demonstrates a range of instructional techniques that require students to think critically and problem-solve		Evidence of Practice Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning	
Evidence of Impact Students are engaged in active learning that promotes the development of critical thinking and problem solving skills			Evidence of Impact There is growth in student learning and use of critical thinking and problem-solving skills		Evidence of Impact Students ability to think critically and problem-solve is evident in students’ communications and work		Evidence of Impact Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 4.2

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging			Developing		Proficient		Distinguished	
4E2) The emerging teacher... Uses a variety of instructional resources to enhance the teaching and learning process.			4D2) The developing teacher also... Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also... Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		4S2) The distinguished teacher also... Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.	
Professional Frames								
Evidence of Commitment <i>Lesson design includes the use of instructional resources, including technology</i>			Evidence of Commitment <i>Lesson design includes developmentally appropriate resources</i>		Evidence of Commitment <i>Lesson design includes resources that promote complex thinking skills and student use of technology</i>		Evidence of Commitment <i>Lesson design includes research-based resources and technology</i>	
Evidence of Practice <i>Delivered instruction includes resources and technologies to enhance the teaching and learning process</i>			Evidence of Practice <i>Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance</i>		Evidence of Practice <i>Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills</i>		Evidence of Practice <i>Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others</i>	
Evidence of Impact <i>Students use new information and technology skills to create accurate products</i>			Evidence of Impact <i>Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions</i>		Evidence of Impact <i>Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems</i>		Evidence of Impact <i>Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products</i>	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 4.3

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging			Developing		Proficient		Distinguished	
4E3) The emerging teacher...			4D3) The developing teacher also...		4P3) The proficient teacher also...		4S3) The distinguished teacher also...	
Employs individual and cooperative learning activities to promote critical thinking skills.			Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Effectively manages students and learning activities in both individual and collaborative situations			Evidence of Practice Classroom structures include independent, cooperative and whole class as appropriate to content		Evidence of Practice Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies		Evidence of Practice Is able to present on or act as a resource on the use of independent, collaborative and whole class learning situations	
Evidence of Impact Students participate in individual and collaborative learning activities			Evidence of Impact Students define roles and demonstrate improved collaborative skills in various learning structures		Evidence of Impact Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills		Evidence of Impact Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn	
Score = 0	1	2	3	4	5	6	7	

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
<ul style="list-style-type: none"> Lesson plans/unit plans Lesson design 	<ul style="list-style-type: none"> Planned resource list including technology resources Instructional strategies list 	<ul style="list-style-type: none"> Planned Cooperative learning strategies (list) Plans for projects and activities 	<ul style="list-style-type: none"> Student learning expectations Flexible grouping plans Professional reading/research documentation
Professional Practice			
<ul style="list-style-type: none"> Selects and utilizes developmentally appropriate instructional resources including technology Adapts instructional resources to promote complex thinking and technology skills attainment Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	<ul style="list-style-type: none"> Implements learning activities focused on higher order thinking and problem-solving skills Utilizes cooperative learning strategies that promote collaborative learning Utilizes class debates and other methods requiring students to defend their thinking and solutions Uses independent, collaborative and whole-class learning situations 	<ul style="list-style-type: none"> Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	<ul style="list-style-type: none"> Provides frequent opportunities for students to use critical thinking and problem solving Uses advanced instructional techniques to create a high level of student achievement Overall effectiveness is enhanced through the use of instructional resources and technology Serves as a resource providing collegial support and modeling
Professional Impact			
<ul style="list-style-type: none"> Student work/projects Observation of student participation in collaborative learning activities Observation/examples of student directed inquiry and problem Performance assessments data 	<ul style="list-style-type: none"> Technology literacy inventories Student assessment data Student questions/discussions (higher level questions) Student presentations/research/reports Student application/use of technology tools - demonstrations, projects, products, etc. 	<ul style="list-style-type: none"> Student feedback/comments Student reflection/journals Student structured interviews Anecdotal data and formative evaluations Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	<ul style="list-style-type: none"> Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) Demonstration/examples that students are able to explain their reasoning Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Teacher Growth Guide 5.1

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging			Developing		Proficient		Distinguished	
5E1) The emerging teacher...			5D1) The developing teacher also...		5P1) The proficient teacher also...		5S1) The distinguished teacher also...	
Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.	
Professional Frames								
Evidence of Commitment <i>Classroom artifacts (posted rules and protocols) support effective techniques</i>			Evidence of Commitment <i>Artifacts include strategies for addressing misbehavior</i>		Evidence of Commitment <i>Posted management techniques address a wide variety of possible misbehaviors</i>		Evidence of Commitment <i>Artifacts for classroom management are shared with colleagues</i>	
Evidence of Practice <i>Engages in techniques to manage behavior in the classroom</i>			Evidence of Practice <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i>		Evidence of Practice <i>Demonstrates adaptations to techniques to address unique student misbehaviors</i>		Evidence of Practice <i>Serves as a resource to other colleagues on effective classroom management</i>	
Evidence of Impact <i>Student misbehavior is addressed</i>			Evidence of Impact <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i>		Evidence of Impact <i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i>		Evidence of Impact <i>Colleagues improve their use of classroom management techniques</i>	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 5.2

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished
5E2) The emerging teacher...			5D2) The developing teacher also...		5P2) The proficient teacher also...		5S2) The distinguished teacher also...
Manages time, space, transitions, and activities in their classroom.			Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Professional Frames							
Evidence of Commitment <i>Designs routines that support effective management of time, space, transitions and activities</i>			Evidence of Commitment <i>Routines and structures support effective management of time, space, transitions and activities</i>		Evidence of Commitment <i>Routines and structures are modified as necessary to enhance effective management</i>		Evidence of Commitment <i>Routines and structures are modified based on student input</i>
Evidence of Practice <i>Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction</i>			Evidence of Practice <i>Maintains student engagement by effectively managing time, space, transitions, and activities</i>		Evidence of Practice <i>Engagement data indicates a strong impact from the management of time, space, transitions and activities</i>		Evidence of Practice <i>Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities</i>
Evidence of Impact <i>Students are generally engaged and somewhat responsive to the teacher's classroom management strategies</i>			Evidence of Impact <i>Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities</i>		Evidence of Impact <i>Students are engaged and see the importance of self direction and control</i>		Evidence of Impact <i>Colleagues improve their own management of time, space, transitions, and activities</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 5.3

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished	
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also... Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also... Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also... Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Professional Frames								
Evidence of Commitment N / A Evidence of Practice Engages in practices to learn the culture of the school and community Evidence of Impact The classroom learning environment is structured to build positive student relationships and culture			Evidence of Commitment N / A Evidence of Practice Positively affects student relationships and learning by using strategies that promote a positive classroom culture Evidence of Impact The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		Evidence of Commitment N / A Evidence of Practice Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students Evidence of Impact The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		Evidence of Commitment N / A Evidence of Practice Engages students in participating in forming the classroom environment based on the culture of the school and community Evidence of Impact Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning	
Score =	0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment			
<ul style="list-style-type: none"> Posted classroom procedures/routines <ul style="list-style-type: none"> Classroom norms Parent/community outreach 			
Professional Practice			
<ul style="list-style-type: none"> Designs classroom routines and procedures Communicates classroom routines, procedures, and expectations for behavior to parents/guardians Uses motivation and engagement strategies in the classroom Organizes classroom and routines with regard to management of time, space, transitions and activities 	<ul style="list-style-type: none"> Maintains student engagement by managing time, space, transitions and activities Self-reflects on the effectiveness of motivation and engagement strategies Uses effective classroom management techniques preserving instructional time Engages in practices to learn the culture of the school and community 	<ul style="list-style-type: none"> Work with students and parents to build a positive, supportive classroom culture Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community Adapts strategies to address unique student behaviors Attends community and school events 	<ul style="list-style-type: none"> Gathers and implements new research-based strategies for positively managing student behavior Engages students in strategies to think about and provide input into building positive relationships and culture Models, coaches, or shares with colleagues strategies to address student behavior
Professional Impact			
<ul style="list-style-type: none"> Observation/examples of Student feedback/comments Students respond to teacher prompts (observable) Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues) Classroom discipline/incident report analysis trend data 	<ul style="list-style-type: none"> Parent/community outreach and engagement summary Completed homework/projects trend data Student reflections/journal data Students/parents survey summary data Students quickly respond to the teacher's cues and prompts 	<ul style="list-style-type: none"> Students maintain high levels of engagement Students understand expectations and automatically follow the procedures, routines, and norms-- self directed Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) 	<ul style="list-style-type: none"> Students participate in forming the classroom environment Staff survey Attendance data IEP reports

Teacher Growth Guide 6.1

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing		Proficient		Distinguished	
6E1) The emerging teacher... Uses correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also... Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6P1) The proficient teacher also... Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also... Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames								
Evidence of Commitment <i>Non-verbal communication (written, electronic, etc.) is basically effective and correct</i> Evidence of Practice <i>Demonstrates a basic level of effective verbal and non-verbal communication</i> Evidence of Impact N / A			Evidence of Commitment <i>Written and electronic communication is effective and correct</i> Evidence of Practice <i>Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</i> Evidence of Impact N / A		Evidence of Commitment <i>Written and electronic communication is effective and correct for all students</i> Evidence of Practice <i>Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.</i> Evidence of Impact N / A		Evidence of Commitment <i>Written and electronic school and district-wide communication is effective</i> Evidence of Practice <i>Contributes to the overall effective and correct communication coming from the school to the larger community</i> Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 6.2

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging			Developing		Proficient		Distinguished
6E2) The emerging teacher...			6D2) The developing teacher also...		6P2) The proficient teacher also...		6S2) The distinguished teacher also...
Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice <i>Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs</i>			Evidence of Practice <i>Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications</i>		Evidence of Practice <i>Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond</i>		Evidence of Practice <i>Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community</i>
Evidence of Impact <i>Student perceive that the teacher is sensitive to their needs</i>			Evidence of Impact <i>Student communication with their teacher is characterized by sensitivity</i>		Evidence of Impact <i>Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences</i>		Evidence of Impact <i>Students self-monitor their own and other's level of respect and sensitivity</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 6.3

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished
6E3) The emerging teacher...			6D3) The developing teacher also...		6P3) The proficient teacher also...		6S3) The distinguished teacher also...
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice <i>Classroom activities include learner expression in speaking, writing, listening and the use of other media</i>			Evidence of Practice <i>Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media</i>		Evidence of Practice <i>Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)</i>		Evidence of Practice <i>Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression</i>
Evidence of Impact <i>Students expand their expression in speaking, writing, listening, and other media adhering to district policy</i>			Evidence of Impact <i>Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhering to district policy</i>		Evidence of Impact <i>Students promote respect, safe and free expression in the school and the larger school community adhering to district policy</i>		Evidence of Impact <i>Communication in the larger school community is respectful, safe and free and adheres to district policy</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 6.4

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging			Developing		Proficient		Distinguished
6E4) The emerging teacher...			6D4) The developing teacher also...		6P4) The proficient teacher also...		6S4) The distinguished teacher also...
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students’ effective use of technology and media communication tools.		Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice Regularly uses technology and media communication tools to enhance the learning process			Evidence of Practice Delivers instruction and models the use of technology and media communication tools to enhance learning		Evidence of Practice Uses strategies that engage students in effectively using technology and media communication tools		Evidence of Practice Is able to act as resource or assist colleagues and students in their use of technology and media communication tools
Evidence of Impact Students use technology effectively during some instructional activities			Evidence of Impact Students effectively use technology and media communication tools to learn, as directed by the teacher		Evidence of Impact Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		Evidence of Impact Students effectively assist each other in their use of technology and media communication tools
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
<ul style="list-style-type: none"> • Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities 	<ul style="list-style-type: none"> • Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions 	<ul style="list-style-type: none"> • Strategies for ELL Students • Samples of effective communication 	<ul style="list-style-type: none"> • Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
<ul style="list-style-type: none"> • Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication 	<ul style="list-style-type: none"> • Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students 	<ul style="list-style-type: none"> • Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools 	<ul style="list-style-type: none"> • Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data 	<ul style="list-style-type: none"> • Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work) 	<ul style="list-style-type: none"> • Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample) 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

Teacher Growth Guide 7.1

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging			Developing		Proficient		Distinguished
7E1) The emerging teacher...			7D1) The developing teacher also...		7P1) The proficient teacher also...		7S1) The distinguished teacher also...
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		Identifies student’s prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Professional Frames							
Evidence of Commitment <i>Lesson design includes formal and informal assessments</i>			Evidence of Commitment <i>Lesson design includes multiple assessment modes and approaches</i>		Evidence of Commitment <i>Lesson design includes assessing learner progress</i>		Evidence of Commitment <i>Lesson design includes opportunities to monitor student growth and development</i>
Evidence of Practice <i>Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications</i>			Evidence of Practice <i>Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction</i>		Evidence of Practice <i>Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole</i>		Evidence of Practice <i>Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 7.2

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging			Developing		Proficient		Distinguished	
7E2) The emerging teacher...			7D2) The developing teacher also...		7P2) The proficient teacher also...		7S2) The distinguished teacher also...	
Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Collects data information and assessment results for instructional planning and decision-making			Evidence of Practice Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions		Evidence of Practice Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students		Evidence of Practice Serves as an informal resource to others on the effective use of a wide variety of assessments to improve instruction	
Evidence of Impact Students engage in learning goals that advance mastery of content			Evidence of Impact Individual students and the whole class advance in their learning		Evidence of Impact Students understand the learning objectives and set personal goals for learning		Evidence of Impact Colleagues improve their use of assessment data to positively impact learning	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 7.3

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging			Developing		Proficient		Distinguished
7E3) The emerging teacher...			7D3) The developing teacher also...		7P3) The proficient teacher also...		7S3) The distinguished teacher also...
Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities			Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.		Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice <i>Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills</i>			Evidence of Practice <i>Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals</i>		Evidence of Practice <i>Demonstrates adjustments and adaptations for facilitating students' use of assessment data to impact their own learning</i>		Evidence of Practice <i>Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others</i>
Evidence of Impact <i>Students are prepared for the demands of particular assessment formats</i>			Evidence of Impact <i>Students think about their own learning, including setting personal goals</i>		Evidence of Impact <i>Students report on their own progress to the teacher, parents, and others</i>		Evidence of Impact <i>Colleagues improve their capability in facilitating student-led assessment strategies</i>
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 7.4

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging			Developing		Proficient		Distinguished
7E4) The emerging teacher...			7D4) The developing teacher also...		7P4) The proficient teacher also...		7S4) The distinguished teacher also...
Observes the effect of class instruction on individual and whole class learning.			Collects relevant information and data about current instruction to plan future instruction.		Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual’s learning of instructional objectives through modifications to instructional strategies.		Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Professional Frames							
Evidence of Commitment <i>Class instruction is designed to impact learning</i>			Evidence of Commitment <i>Planning for class instruction is based on data from previous learning</i>		Evidence of Commitment <i>Instruction design is modified based on data from previous learning</i>		Evidence of Commitment <i>Lesson design includes ongoing, consistent assessments</i>
Evidence of Practice <i>Collects information through observation of classroom interactions, higher order questioning, and analysis of student work</i>			Evidence of Practice <i>Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary</i>		Evidence of Practice <i>Modifies instruction based on observation data and monitors to confirm impact</i>		Evidence of Practice <i>Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 7.5

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging			Developing		Proficient		Distinguished
7E5) The emerging teacher...			7D5) The developing teacher also...		7P5) The proficient teacher also...		7S5) The distinguished teacher also...
Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.			Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.		Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Professional Frames							
Evidence of Commitment <i>Records are in order and up-to-date</i>			Evidence of Commitment <i>Current, accurate information is maintained on each student’s status and progress</i>		Evidence of Commitment <i>Plans for accurate and timely feedback based on multiple data points</i>		Evidence of Commitment <i>Models strategies to keep accurate records and information</i>
Evidence of Practice <i>Maintains confidential records of student work and performance to use when communicating student status and progress</i>			Evidence of Practice <i>Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills</i>		Evidence of Practice <i>Collects and uses feedback from multiple sources to determine a student’s status and progress and uses this to assist students in monitoring their own growth</i>		Evidence of Practice <i>Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 7.6

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging			Developing		Proficient		Distinguished
7E6) The emerging teacher...			7D6) The developing teacher also...		7P6) The proficient teacher also...		7S6) The distinguished teacher also...
Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Professional Frames							
Evidence of Commitment <i>Maintains data analysis information</i>			Evidence of Commitment <i>Bases lesson design on data analysis</i>		Evidence of Commitment <i>Can model how lesson design in positively impacted by data analysis</i>		Evidence of Commitment <i>Plans for participating in a professional learning community activities</i>
Evidence of Practice <i>Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis</i>			Evidence of Practice <i>Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice</i>		Evidence of Practice <i>Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice</i>		Evidence of Practice <i>Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis</i>
Evidence of Impact <i>N / A</i>			Evidence of Impact <i>N / A</i>		Evidence of Impact <i>N / A</i>		Evidence of Impact <i>N / A</i>
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
<ul style="list-style-type: none"> Unit instructional plan including assessment Tiered/differentiated lesson designs Tiered/differentiated assessments Lessons/units amended based on data analysis (examples of both) 	<ul style="list-style-type: none"> Example of analysis of student learning needs Formal/information assessments Instructional/assessment record management system Scoring guides/rubrics Student progress reports 	<ul style="list-style-type: none"> Examples of communication/feedback to students about their work/progress Communication logs to parents/guardians Sample parent response sheets Parent/guardian communication examples 	<ul style="list-style-type: none"> Presentation materials Professional development attendance record/sign-in sheet Mentor log Grade level/content area meeting notes and agenda Building/district professional learning community log/agenda
Professional Practice			
<ul style="list-style-type: none"> Uses a variety of formal/informal methods of assessment Utilizes individual student assessment data to plan differentiated learning activities Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	<ul style="list-style-type: none"> Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress Reviews student trend data Communicates clearly to students the learning goals (rubrics/scoring guides) 	<ul style="list-style-type: none"> Utilizes observation data to modify instruction and monitor impact Communicates student progress to parents/guardians using performance and behavior data Assists students in charting their own progress and goal setting 	<ul style="list-style-type: none"> Adjusts instruction to maximize student learning Shares knowledge and expertise with colleagues Models effective assessment practices to enhance individual and class achievement Participates in data team training or works with mentor on data analysis
Professional Impact			
<ul style="list-style-type: none"> Samples of student directed goal statements Samples of pre- and post assessments Assessment data guides decisions about specific learning goals Data information and assessment results 	<ul style="list-style-type: none"> Samples of progress reports using concrete student data Evidence of changed practice Instructional records of individual student progress Samples of students charting their own progress 	<ul style="list-style-type: none"> Student work samples: projects, products, presentations, etc. Running Records or Running Charts Feedback from colleagues Feedback from parents/guardians Professional growth plan 	<ul style="list-style-type: none"> Evidence of individual student growth/performance Parent-teacher conference participation Behavioral referral data RTI, IEP, or 504 plan conference participation

Teacher Growth Guide 8.1

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging			Developing		Proficient		Distinguished	
8E1) The emerging teacher...			8D1) The developing teacher also...		8P1) The proficient teacher also...		8S1) The distinguished teacher also...	
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.			Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Professional Frames								
Evidence of Commitment <i>Professional development plan documents self-assessment and reflection strategies</i>			Evidence of Commitment <i>Professional development plan documents ongoing self-assessment and reflection strategies</i>		Evidence of Commitment <i>Documents reflections on his/her instructional process and results that impact future planning</i>		Evidence of Commitment <i>Can provide direction and mentoring on maintaining effective professional development plans</i>	
Evidence of Practice <i>Engages in self-assessment and problem solving on improving their overall impact on student learning</i>			Evidence of Practice <i>Observations and conferences indicate attention to reflective practice and professional improvement</i>		Evidence of Practice <i>Uses reflections to direct future instruction and monitors the progress and evaluates results</i>		Evidence of Practice <i>Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner</i>	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score = 0	1	2	3	4	5	6	7	

Teacher Growth Guide 8.2

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging			Developing		Proficient		Distinguished
8E2) The emerging teacher... Is aware of and utilizes resources available for professional learning.			8D2) The developing teacher also... Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also... Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also... Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Professional Frames							
Evidence of Commitment <i>A Professional Growth Plan has been developed that documents focus and priority areas</i>			Evidence of Commitment <i>Professional Growth Plan documents applied knowledge and new strategies for the classroom</i>		Evidence of Commitment <i>Professional Growth Plan documents strategies to share expertise and new strategies for the classroom</i>		Evidence of Commitment <i>Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning</i>
Evidence of Practice <i>Uses mentor as a source of information and becomes aware of available professional learning resources</i>			Evidence of Practice <i>Practices in the classroom are impacted by new learning outside the classroom</i>		Evidence of Practice <i>Uses new learning to impact instruction and assessment with students and shares outcome with colleagues</i>		Evidence of Practice <i>Works on a review team or participates in the professional development committee to impact overall learning in the building</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 8.3

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging			Developing		Proficient		Distinguished
8E3) The emerging teacher...			8D3) The developing teacher also...		8P3) The proficient teacher also...		8S3) The distinguished teacher also...
Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.			Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.		Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Professional Frames							
Evidence of Commitment <i>Maintains information on school procedures and policies</i>			Evidence of Commitment <i>Classroom structures and routines comply with school and district policies and procedures</i>		Evidence of Commitment <i>Maintains appropriate mentor and/or peer documentation (where applicable)</i>		Evidence of Commitment <i>Prepares and documents committee work</i>
Evidence of Practice <i>Adheres to all current school procedures and district policies as stated in the school’s code of conduct</i>			Evidence of Practice <i>Manages behavior, maintains records, etc in accordance with district policies and school procedures</i>		Evidence of Practice <i>Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures</i>		Evidence of Practice <i>Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures</i>
Evidence of Impact <i>N / A</i>			Evidence of Impact <i>N / A</i>		Evidence of Impact <i>N / A</i>		Evidence of Impact <i>N / A</i>
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
<ul style="list-style-type: none"> • Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan 	<ul style="list-style-type: none"> • New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video 	<ul style="list-style-type: none"> • Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts 	<ul style="list-style-type: none"> • Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
<ul style="list-style-type: none"> • Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities 	<ul style="list-style-type: none"> • Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees 	<ul style="list-style-type: none"> • Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee 	<ul style="list-style-type: none"> • Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

Teacher Growth Guide 9.1

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging			Developing		Proficient		Distinguished	
9E1) The emerging teacher...			9D1) The developing teacher also...		9P1) The proficient teacher also...		9S1) The distinguished teacher also...	
Engages in supporting the school’s vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.	
Professional Frames								
Evidence of Commitment <i>Documents support and growth in mentor logs and aligned to the state’s mentor standards</i>			Evidence of Commitment <i>Maintains mentor logs document support and growth and aligned to the state’s mentor standards</i>		Evidence of Commitment <i>Professional Growth Plan is documentation of the mentor training</i>		Evidence of Commitment <i>Mentor logs document work with new teachers</i>	
Evidence of Practice <i>Meets regularly with a mentor and fully participates in the district/school induction process</i>			Evidence of Practice <i>Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff</i>		Evidence of Practice <i>Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice</i>		Evidence of Practice <i>Is trained on the state’s mentor standards and is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals</i>	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 9.2

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging			Developing		Proficient		Distinguished	
9E2) The emerging teacher...			9D2) The developing teacher also...		9P2) The proficient teacher also...		9S2) The distinguished teacher also...	
Identifies ways to work with others across the system to provide needed services to support individual learners.			Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.		Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice <i>Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school</i>			Evidence of Practice <i>Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success</i>		Evidence of Practice <i>Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school</i>		Evidence of Practice <i>Actively leads in the implementation and evaluation of strategies that address needs and services in the school</i>	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 9.3

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging			Developing		Proficient		Distinguished
9E3) The emerging teacher...			9D3) The developing teacher also...		9P3) The proficient teacher also...		9S3) The distinguished teacher also...
Develops relationships with colleagues and cooperative partnerships with students and families to support students’ learning and well-being.			With colleagues, creates and cultivates new partnerships with students, families and community members to support students’ learning and well-being.		Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students’ learning and well-being.		Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students’ learning and well-being.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Evidence of Practice Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships		Evidence of Practice Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		Evidence of Practice Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
<ul style="list-style-type: none"> • Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned 	<ul style="list-style-type: none"> • Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log 	<ul style="list-style-type: none"> • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys 	<ul style="list-style-type: none"> • Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
<ul style="list-style-type: none"> • Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being 	<ul style="list-style-type: none"> • Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships 	<ul style="list-style-type: none"> • Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships 	<ul style="list-style-type: none"> • Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities